DOCUMENT RESUME

ED 097 263 SO 007 828

AUTHOR	Casteel, J. Doyle; And Others
TITLE	Value Clarification in the Social Studies: Six Formats of the Values Sheet. Research Bulletin.
INSTITUTION	Florida Educational Research and Development Council, Gainesville.
PUB DATE	Jul 74
NOTE	59p.
AVAILABLE FROM	Executive Secretary, Florida Educational Research and Development Council, 126 Building E., University of Florida, Gainesville, Florida 32611 ($1.30 prepaid)
EDRS PRICE	MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	Concept Formation; *Decision Making; Democratic Values; Ethical Values; *Intellectualization; Learning Activities; Moral Development; *Moral Values; Personal Values; Problem Solving; *Social Studies; *Social Values; Teaching Techniques; Values
IDENTIFIERS	*Value Clarification

ABSTRACT

One of the major goals of the social studies is to help students gain and refine skills in the area of value clarification. Value sheets, carefully planned activities designed to elicit value clarifying patterns of language from students, are one way of securing value clarification. Sheets, planned in conjunction with ongoing units of instruction, avoid isolating valuing from its important content. Six different formats -- standard, forced-choice, affirmative, rank-order, classification, and criterion -- represent different demands in valuing, from learning to express and share values to identifying a basis for decision making, inventing solutions, organizing preferences hierarchically, linking choice with consequence, and recognizing the relationships among choices, social policies, decision making grounds, and consequences. Two examples for each format indicate some ways that contexts can be chosen from Social studies materials. Each of the value sheets contains the social and scientific context of a situation to which a student reacts or in which a student participates, as well as questions in the form of discussion starters. (JH)

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FLORIDA EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL

RESEARCH BULLETIN

VALUE CLARIFICATION IN THE SOCIAL STUDIES: SIX FORMATS OF THE VALUE SHEET

by

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and
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with

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July, 1974

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PREFACE

One of the major activities of the Florida Educational Research and Development Council is to publish information on promising practices in education. Our underlying objective is to present, whenever possible, the information to educators in a format which will encourage them to consider implementing the practice in their classroom or shcool.

The present Bulleting is an example of an innovative technique which a teacher may seriously consider for trial in his/her classroom. The "how to" information is there: examples of how the value clarification technique may be applied in social studies; and guidelines for developing value sheets in other content areas.

We have made a value judgment. We think that Doyle Casteel and Bob Stahl have made a unique contribution in the area of value clarification. Read the Bulletin and make your own (value) judgment.

W. F. Kreivogel

July, 1974

VALUE CLARIFICATION IN THE SOCIAL STUDIES: SIX FORMATS OF THE VALUE SHEET

INTRODUCTION

One of the major goals of the social studies is to help students gain and refine skills in the area of value clarification. Value clarification may be defined as patterns of language usage by students, patterns of verbal statements from which the teacher may infer that valuing is occurring. One way of securing value clarification is to locate or to plan and assign value sheets.

THE VALUE SHEET

Value sheets are carefully planned and written activities designed to elicit value clarification patterns of language usage from students. Value sheets may be planned and used in conjunction with ongoing units of instruction. By planning and using value sheets in connection with ongoing instruction, the teacher avoids the danger that students will perceive valuing as a form of activity isolated from and not related to the content they are learning in the social studies. In addition, the teacher need not break the flow of instruction in order to take time out for value clarification activities (Figure 1).

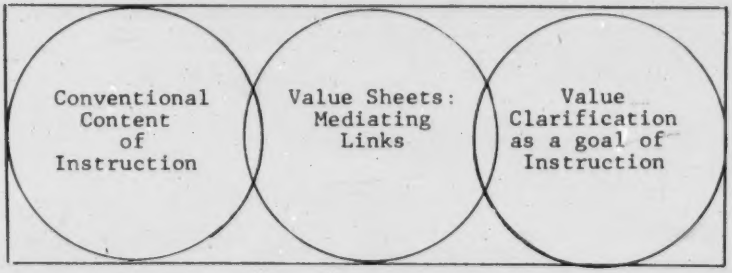

Figure 1: Linking Function of Value Sheets

Value sheets may be written in different formats in order to stress procedures one may use in order to clarify values and make decisions. Casteel and Stahl have identified and defined six different formats in which value sheets may be written. These six formats are called:

the standard format

the forced-choice format

the affirmative format

the rank-order format

the classification format

the criterion format

The intent of this monograph is twofold. (1) to present examples of each format that may be used in the social studies; and (2) to provide directions which teachers might follow in order to develop their own value sheets in each format.

COMPONENTS OF THE VALUE SHEET

Every value sheet contains at least two elements. First, there is a social and scientific context. This presents the focus of value clarification and establishes the context within which students are to respond. This may simply describe an event that occurs or has occurred or that is contrived by the teacher. This context may also present the student with a role and a situation within which he is to fulfill his assigned role.

Secondly, there are eliciting questions in the form of discussion starters. These provide a frame of reference through which the teacher can guide students to understand the focus of value clarification, to relate the focus of value clarification to the unit they are studying, and elicit from students statements of value and feeling (see Figure 2). Although these questions help the teacher to guide follow-up discussions, the teacher needs to be flexible and open; hence, the teacher needs to feel comfortable using at least four

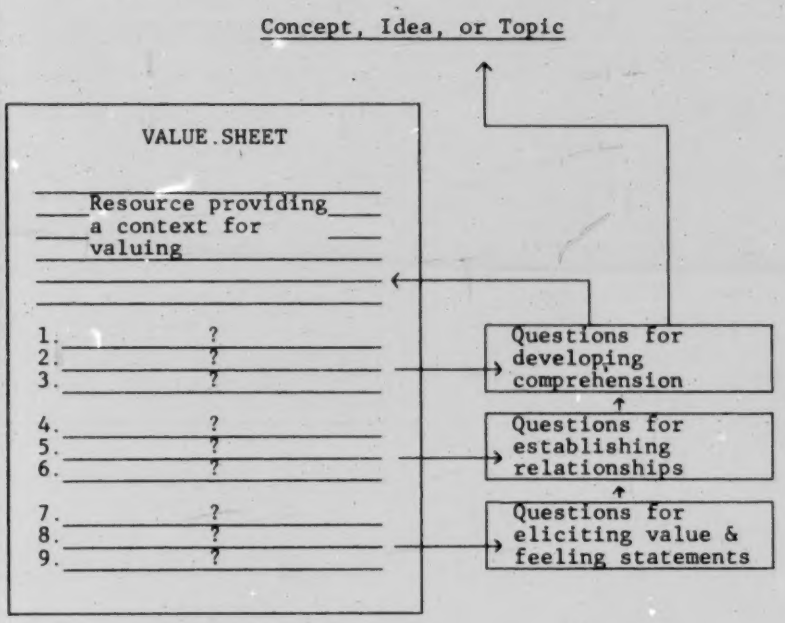

Figure 2: Role of Eliciting Questions in Value Clarification

different modes of questionning behavior. These four modes of interrogative behavior are presented in Figure 3.[1]

Value sheets are intended to enhance student abilities to use verbal valuing skills. The standard format encourages students to learn to express and share their values and feelings. The forced-choice format requires that students identify a basis for making a decision. The affirmative format allows the student to invent his own solution for a problem situation. The rank-order format demands that students arrange their preferences in a hierarchy. The classification format stresses the relationship between choices and consequences. The criterion format emphasizes relationships among choices, social policies, decision-making grounds and consequences. The non-empirical model presented in Figure 4 summarizes how different formats of the value sheet tend to demand different levels of complexity from students who are responding to valuing exercises.

SAMPLES: SIX FORMATS OF THE VALUE SHEET

Samples of different formats of the value sheet are presented in this section. Each sample presented will contain the following elements:

Social and Scientific Context: This presents the situation which students are to understand, to relate to the unit of work they are studying, and toward which they are to express value and feeling statements. (It may also present a role and a situation in which students are to respond.)

Discussion Starters: These are intended to guide follow-up discussions. They should not be slavishly followed; rather, they are to serve as a frame of reference.

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[1]There is an instructional module designed to help teachers learn to understand and use these four interrogative modes: J. Doyle Casteel, Verbal Strategies of Valuing, 1968, 19 mimeo pages. For further information, contact the author: Box 2468 Norman Hall, the University of Florida.

The Four Interrogative Modes

EMPIRICAL	RELATIONAL	VALUING	FEELING
What did you see?	How does what you saw relate to the topic? Explain your answer.	Is the relationship you see good or bad for man? Explain.	How do you feel about what you saw? heard? read? experienced? remember?
What did you hear?	How does what you heard relate to the topic? On what grounds?	Is the event you experienced good or bad for man? Please elaborate.	How do you feel about the relations we have established?
What did you read?	How does what you read relate to the topic?	Are the consequences of the relationship you established between facts and topic good or bad for man? Provide some illustrations.	How do you feel about the effort to base values on the concepts of human utility?
What did you observe?	How does what you observed relate to the topic? On what basis?	Would it be good or bad for man if we agreed with the feeling you just expressed?	If you found yourself in the situation we have described, what would be your most immediate feelings?
What did you experience?	When you identified anxiety as a good consequence, how were you relating it to our topic?		
What do you remember?			
What happened?			

Figure 3: Types of Teacher Questions Associated with Value Clarification

					criterion
				classifi-cation	consequential analysis
			rank-order	organization	organization
		affirmative	invention	invention	invention
	forced-choice	basis	basis	basis	basis
standard	reaction	reaction	reaction	reaction	reaction
student reacts	student provides basis	student invents solutions	student organizes preferences in a hierarchy	student links choices with consequences	student combines preferences, consequences, grounds and policies

Figure 4: Hypothetical Model Suggesting the Relations Among and the Functions of Different Formats of the Value Sheet.

STANDARD FORMAT: EXAMPLES

(1)

PROGRESS

Social and Scientific Context.

Mr. Jones is a farmer on a planet called Leah. He lives in a country called Weston. Five years ago a major war occurred on another continent across the ocean from Weston.

The war lasted for four years and was a total war. The warring countries turned to Weston in their search for food and fiber crops such as cotton.

Mr. Jones began to earn more money than he had ever hoped to earn. He bought new tractors and new land. He began to think about building himself a new house.

Then the war ended. The demand for food and fiber crops grown in Weston declined. Although Mr. Jones continues to earn more money than he earned before the war, he is a bitterly disappointed man. He still wants a new house, a new barn, and, just maybe, a new car.

Discussion Starters.

Comprehension Questions:

1. Who is Mr. Jones?
2. What does Mr. Jones do to earn a living?
3. Why does Mr. Jones' income increase?

Relational Questions:

4. Farm income varied during the Progressive Era. To what extent is this situation similar to that period of history?

5. During the late Progressive Era, American farmers formed militant organizations. If you used the story presented here to explain the actions of American farmers, how would you explain their behavior?

Valuing and Feeling Questions:

6. Suppose you were Mr. Jones and realized you were making money because a war is occurring? What would your feelings be?

7. Suppose you wanted to earn more money and be happy. How might you argue that there is nothing wrong with making more money?

8. When a person is disappointed, what should he do?

(2)

MY MOMMY TOLD ME

Social and Scientific Context.

Margie is an eight-year-old girl. She has just returned home from school. She is full of good spirits and happy as a lark.

Margie notices that her mother is crying and asks her mother what is wrong.

Margie's mother responds, "Nothing dear. It's nothing. Your grandmother has just passed away."

Margie asks, "Does that mean that she is dead?"

"Yes, Margie," is the answer.

This worries Margie and she asks, "Will you die someday?"

Margie's mother says, "I've heard all I want to hear. Shut up and go play. You're asking questions little girls aren't supposed to ask."

Margie goes to her room. She cannot play, however. She keeps wondering, "Will I die? Will mommy die? What does it mean to die?" She cannot understand why she is different from other little girls. She knows she shouldn't ask these questions because her mother told her little girls aren't supposed to be concerned with living and dying.

Discussion Starters.

Comprehension Questions:

1. Who is Margie?
2. Why is Margie's mother unhappy?
3. What questions does Margie ask?

Relational Questions:

4. Some persons say that death has been institutionalized and that people no longer know how to cope with dying. To what degree does the use of the phrase passed away support this idea? What are some other phrases people use in order to avoid using such words as death and dying?
5. Can one define the word dying without defining the word living? Explain.

Valuing and Feeling Questions:

6. When should dying be explained to a child?
7. How would you respond to Margie's first question?
8. Given the way Margie's mother responded to her questions, how are Margie's attitudes likely to be influenced?

FORCED-CHOICE EXAMPLES

(1)

ELUSIVE REASONS

Social and Scientific Context.

A mongoloid child was born with a defective digestive tract which was sure to cause death by starvation if not corrected. Correction involved a relatively simple operation. The child's mother refused to permit the operation because she felt she could not give adequate care or love to the defective infant and her three normal children. She also pled that for the monogloid child to live would cause great harm to her three normal children. Faced with this refusal, the doctors recognized four possible courses of action:

--They could ignore the mother and operate anyway.

--They could consent to the mother's desire and allow the baby to starve to death.

--They could inject an air bubble into the baby's bloodstream, killing the mongoloid child painlessly and quickly.

--They could seek a court order to perform the operation as a legal right of the child.

Given only these four choices, the doctors should have:

_____

_____

Of the four choices, this is best because:_____

_____

_____

_____

Discussion Starters

1. Which groups agreed (disagreed) as to what was to be done?

2. What grounds were offered for different decisions?

3. What grounds were offered for the same decision? How do you explain people making the same decision and giving different reasons?

4. Did different groups by any chance offer the same ground but recommend different policies? How could this occur?

5. Based on the way we have behaved, how do we believe that life should be defined and protected?

(2)

SUFFERAGE-SUFFERING

Social and Scientific Context.

One of the major reform efforts associated with the Progressive Era was the effort of women to secure the right to vote. In 1872, Susan Anthony violated the law and voted in the presidential election. She was brought to trial and found guilty of violating election laws.

Miss Anthony felt that she has not been judged by her peers because the law discriminated against women. Miss Anthony also felt strongly that she should be able to vote.

Nevertheless, the judge find her $100 and court costs.

Decision Sheet.

Imagine you are Miss Anthony. You can choose to follow one of the five policies that follow:

_____recognize the court's authority and the judge's decision and pay the $100 and additional court costs.

_____appeal the decision on the grounds that exclusion of women citizens from voting denies them the citizenship rights guaranteed by the Constitution.

_____refuse to pay the court costs and the $100 fine to determine what further steps would be taken against you by the court.

_____pay the $100 and prosecution fees while making a public statement that you do not accept the court's decision but that payment would free you to continue your work for women's rights.

_____appeal the decision on the grounds that you were denied due process of law as guaranteed by the Constitution since you were not tried by a jury of your peers (women were forbidden from serving on juries).

Of the five choices above, the best choice would be to_____

_____

_____

To argue that this is the best choice, one would say:_____

_____

_____

_____

Discussion Starters.

1. When I think about the decision I have just made, the thing that worries me most is _____ . . .

2. The values on which I based my decision were _____ . . .

3. The consequences to myself that I have risked are _____ . . .

4. The worst choice for me to have made was _____ . . .

5. Were most women of the late 1800's and early 1900's as concerned to gain the franchise? as anxious as Miss Anthony?

6. Who would you compare Miss Anthony to in the woman's liberation movement today? Why?

7. To what extent was the judge "progressive?"

8. If Miss Anthony had solicited your support in her defense, what would have been your position?

AFFIRMATIVE FORMAT: EXAMPLES

(1)

I'M FIRST

Social and Scientific Context.

The Japanese defeated the Russians during the Russo-Japanese War, 1904-05. President Teddy Roosevelt received the Nobel Peace Prize for negotiating the Treaty of Portsmouth that ended this war. The Taft-Katsura executive agreement of 1905 confirmed U. S. recognition of Japanese sovereignty over Korea.

Meanwhile, in California, 500 to 1,000 Japanese immigrants comprised a small, but potentially dangerous threat to the nation, or so Californians believed. The efforts of William Randolph Hearst's newspapers intensified emotional fear of a growing and avalanching "yellow peril."

You are a member of the San Francisco Public School Board. The date is October, 1906. You are up for re-election next month. You are attending the regular Board meeting. In a surprise move, you are asked to vote on the adoption of a proposed Board policy ordering the segregation of Oriental school children of San Francisco. If adopted, the policy is to take effect immediately. You request a postponement of two weeks before the final vote is taken so that you can investigate the matter and study the facts. However, your motion for postponement of the vote is defeated by a 3-2 vote. You realize that in a few minutes you will have to vote on whether to exclude all Oriental children from all public schools in the city. In the few minutes before you have to vote, you quickly consider these points:

. . . You are committed yourself to providing the best education for all children, regardless of ethnic origin or sex.

. . . A negative vote will jeopardize your political future.

. . . You are personally alarmed at the increasing military strength of the Japanese.

. . . Your perceive possible ramifications in terms of future exclusion of other minority groups.

. . . An affirmative vote will not be accepted or understood by your Oriental laundress, your children's Oriental playmates, or by your children.

. . . If you vote affirmatively, members of the Niagra Movement (the civil rights organization which preceded the N.A.A.C.P.) to which you belong will find it difficult to accept your sincerity.

. . . The President of the corporation where you are employed is actively supporting the exclusion of Oriental children from the public school his children attend.

. . . Your last election was won without the support of the Hearst newspapers.

. . . Your church (and you are a deacon) is on record as supporting equal education for all Oriental children.

The Board finishes its discussion and debate. You gaze around the meeting room. The meeting room is unusually "packed" for a regular meeting of the Board. There are no Orientals present. The Hearst newspapers are well represented despite their usual practice of having only one reporter present. The audience is anxiously anticipating the decision of the school board.

The time has arrived for a voice vote, and, in accordance with the rotation system being employed, you are to vote first. When your name is called, you vote to . . . .

Decision Sheet.

My decision is as follows: _____

_____

_____

_____

_____

If asked to justify my decision, my arguments will be:

1. _____

_____

_____

_____

2. _____

_____

_____

_____

Discussion Starters.

1. When you realized you would soon have to vote you considered a number of points. Which point moved you to vote as you did? Which points did you ignore?

2. List the consequences you will have to live with as a result of your decisions.

3. If you were faced with this sort of decision, what would your feelings be?

4. One frequently hears that those elected to represent others should carry out the wishes of their constituents. To what degree is this possible? Is this a good ideal or a bad ideal?

5. Officeholders swear to uphold the Constitution. Furthermore, it is generally expected that they will follow this ideal. How might the ideal of representing voters and that of upholding the Constitution come into conflict?

6. If you were faced with a conflict between these ideals, which would you choose to support?

7. To what degree did Progressives hold ideals that were inconsistent with one another?

(2)

NASTY QUESTIONS

Social and Scientific Context.

In real life, all of us frequently find ourselves in a position where we have already assumed a position or engaged in an action prior to the time that someone asks the nasty question, "Why did you do that?" This exercise is designed to help us clarify some of the ways we react to these situations (or might react to these situations) when questions of life and death are involved and we find ourselves forced into a box of our making. For purposes of this exercise you are to assume the following role:

A. You are opposed to laws that make it impossible for a woman to obtain an abortion.

B. You have participated actively in a campaign to make abortion legal in your state, a campaign that has not yet been successful.

C. You have been active in disseminating birth control information in your state.

D. You have actively lobbied in your state legislature for the free distribution of birth control pills and devices to welfare recipients on request.

E. You are part of a group that helps women seeking an abortion to make arrangements in states that you consider to be more enlightened about this matter than your own.

F. At the moment you are a member of a panel discussing the pro's and con's of abortion before a group of nurses. You have committed yourself to the idea of legalized abortion in your state.

At this point, a nurse rises and makes the following points:

A. "I worked as a nurse in Honolulu. Abortion on demand is legal there."

B. "A number of nurses, including myself, have experienced severe emotional problems because they are expected to participate in abortions. After all, we are sworn to protect life, and to do all we can to preserve it. We were told that this holds for all life, even for a premature infant, no matter how fragile or tiny it may be."

C. "As for myself, I left Hawaii. Even with psychiatric help I found myself going to pieces as a nurse and as a person."

D. "Once we were performing a Caesarian abortion. We opened the mother's womb and lifted out a small baby. The baby moved its arms and legs and managed one small cry. Without thinking, I snatched the baby and started for the incubator to preserve its life. I was immediately stopped and told to keep my mind on the task at hand, that this was an abortion. The baby had to die."

Having presented her experiences, the nurse scans the audience with whom she has made an impact and asks you one question -- "Can we live with ourselves if we permit abortion to become an acceptable medical practice in America?"

The nurse has in effect asked you to establish some basis (criterion) according to which we can live better with ourselves if a law legalizing abortion is passed. Since you are already committed to the passage of such a law, you search your mind and develop the best single argument as to why those sworn to respect and preserve life should also participate in abortions. That argument is:

_____

_____

_____

_____

_____

_____

_____

_____

Discussion Starters.

1. Did you feel comfortable while the nurse was making her points?

2. Did you feel comfortable responding to the nurse in setting your criterion for life and death?

3. Would you support legalized abortion if given the choice?

4. Based on this experience, what aspects of abortion would worry you the most?

5. Under what conditions, if any, would you find abortion most acceptable? least acceptable?

6. When does a developing baby become a person entitled to society's protection from those who would murder him?

7. During her period of training, did the nurse in this episode have adequate training in ethics? Explain.

RANK-ORDER FORMAT: EXAMPLES

(1)

IF

Social and Scientific Context.

Below you will find a number of purposes and functions that aircraft can fulfill. Each purpose or function can be encouraged by government subsidies and be federal regulations. Each can be limited by government subsidies in smaller amounts or by tighter federal regulations. Your task is to rank these purposes of aircraft from the one you most prefer to see encouraged to the one you least prefer to see encouraged. Do this by placing a "1" by your first choice, a "2" by your second choice, and so on until you have assigned a number to each purpose.

____ Inaccessible regions and locations are made accessible by the airplane and the helicopter; this enables remote people to participate in civilized forms of activity that their isolation would otherwise make impossible.

____ Airplanes, space vehicles, and balloons have and are making it possible for man to explore inner and outer earth space. In addition, they have opened up new frontiers for astronomy.

____ Aircraft have made it possible and economical for man to spread fertilizers, herbicides, and insecticides over larger areas of agricultural land; therefore, aircraft have contributed to the productivity of the American farmer and freed a greater number of persons to work in industrial jobs.

____ Aircraft can be used to rush emergency goods and services into areas that experience catastrophes such as earthquakes, tornadoes, blizzards, and floods. Other aircraft can be used as ambulances to remove the critical to hospitals for intensive care and treatment.

____ Aircraft contribute to Americans' use of leisure time. Professional athletes, musicians, and actors move easily from place to place. A housewife in Kansas can plan to attend a broadway play in New York. A family can save for a plane or glider and make flying a hobby.

Discussion Starters.

1. How can government agencies exercise control over the use of aircraft?

2. To what degree can similar forms of activity be used to exercise control over your town or community?

3. When should government attempt to control the behavior of men?

4. What negative consequences are likely to result from the form of flying you ranked as the one you most preferred?

(2)

ON BEING AN IMPORTANT PERSON

Social and Scientific Context.

The time is the first decade of the Twentieth Century. The "Progressive" spirit is sweeping the United States. For purposes of this exercise, you are to assume you are living during this period of time. Every town meeting, religious gathering and casual conversation you participate in eventually results in discussions of needed reforms in America. Everyone seems to believe that he is an authority with regard to what is happening and what needs to be done. Everyone claims to know what and how Progressives think, believe, and feel.

You are an adherent of the progressive philosophy. Because of your commitment to the necessity of reforms within certain sections of the American society, you have become an activist in the movement. Your association with Progressives in your state has helped you identify clearly the major characteristics of the Progressive movement as they relate to your activities. The following statements are characteristic of your beliefs and practices:

. . . the Federal Government should regulate and limit trusts and monopolies;

. . . municipal governments must be cleaned-up and reformed;

. . . equal rights for women, especially in the area of the franchise, must be granted;

. . . expansion abroad should increase at a more rapid pace to strengthen the nation against the traditionally powerful European countries;

. . . laws to support and protect the working man must be written, legislated, and administered.

. . . social justice for all groups of Americans must be guaranteed; and,

. . . a continuous redistribution of wealth should occur (e.g., through an income tax or graduated inheritance tax).

Several pieces of legislation have been proposed for assage by Congress. A brief description of these bills is rovided below:

ill No. 1: The Reclamation Bill

If enacted, funds received from the sale of public lands are to be reserved. The President is empowered to retain public lands for public use. This measure is expected to initiate a systematic government program for the establishment of public parks.

ill No. 2: The Elkins Bill

If enacted, railroads will be prohibited from arbitrarily setting rates for shipping products from one destination to another. It also prohibits the acceptance of or the giving of rebates for such shippments. The law would include stiff punishments for all violators convicted of breakthe law.

ill No. 3: The Pure Food and Drug Bill

If enacted, a printed statement will be required on all packaged food and drug items describing

the ingredients and contents of the package. All sales or attempted sales of adulterated food and drug items will be prohibited. A meat inspection amendment has been added to this Bill and requires government grading and inspecting of all meat products.

Bill No. 4: The Immigration Bill

If enacted, this Bill will amend an earlier immigration act to exclude paupers, criminals, anarchists, and diseased persons from entry into the United States.

Bill No. 5: The Income Tax Bill

If enacted, Congress will be authorized to tax the income of individuals from all sources without regard to census and without apportionment among the states. Should enough states ratify this Bill, it will become an Amendment to the U. S. Constitution.

Bill No. 6: The Mann Bill

If enacted, it will become a Federal crime to transport women across state lines for illegal and immoral purposes.

As a participant in the Progressive movement, you are vitally interested in each of these proposed laws. You are expecially interested in new bills brough before Congress because a number of your friends respect your judgments and opinions about pending legislation. Some are personally acquainted with members of the local and state Congressional delegation. Many have even written letters to their Congressmen about certain issues after discussing them with you. Your knowledge and opinions have gained you such a reputation that the editor of the local newspaper, upon hearing of the six new bills being considered by Congress, asks you to help him write an editorial for the Sunday edition of the newspaper.

The newspaper is subscribed to by over 90% of the households in your town. The newspaper is highly regarded in the community and its sound reputation has made it quite influential. Prior to beginning work on an editorial, the editor

asks you to prepare by completing three tasks. These tasks are:

1. In your own words, state what you believe as a Progressive.

2. Rank order the proposed six bills in order from the bill that would accomplish the most good to the bill that would accomplish the least good.

3. State specifically the basis upon which you selected the best and worst bill when you rank ordered the six bills.

You suddenly realize that this editorial is a trial balloon to determine the general public's attitudes towards Progressivism. You are reminded by friends and acquaintances that while Progressivism is a popular subject of conversation in the community, Progressives are looked upon with suspicion and distrust. They have often been labeled as "do-gooders" and subversives by business and financial interests in the town. While you have the opportunity to inform the public as to the beneficial aspects of the movement, you are aware that (should your efforts fail to convince the public) the Progressive movement in your town will be harmed.

You decide to work carefully, to state clearly your commitments, and to use these to rank order the six bills rationally. Forms to assist you in fulfilling the three tasks assigned by the editor are provided on the following pages.

Task #1: Worksheet

In my own words, I as a Progressive believe:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Task #2: Worksheet

In the space provided to the left of the items below, rank order the six proposed bills in order from the one you believe to be the most needed (signify with the number 1) to the least needed (number 6).

_____Bill No. 1: The Reclamation Bill

_____Bill No. 2: The Elkins Bill

_____Bill No. 3: The Pure Food and Drug Bill

_____Bill No. 4: The Immigration Bill

_____Bill No. 5: The Income Tax Bill

_____Bill No. 6: The Mann Bill

Task #3: Worksheet

I selected the _____Bill as best.

My basis for this preference is: _____

_____

_____

I selected the _____Bill as worst.

My basis for this preference is: _____

_____

_____

Discussion Starters.

1. What is the main difference between the grounds you cited for the legislation most needed and that least needed?

2. Is the basis for your first choice for needed legislation congruent with the beliefs of the Progressives?

3. Devise a set of beliefs one would hold if he wanted to consider himself a modern day Progressive.

4. Are there persons alive today that you consider to be Progressive? Who are they?

5. How do you feel toward the beliefs used to describe a Progressive?

6. What type of legislation do you think a person characterized as a Progressive would support today? would be opposed to today?

7. What type of balance should one maintain between his individual freedom and social responsibility?

8. Do you consider yourself to be a Progressive?

9. Assume that the situation is true. What are the effects of being important? To what degree are these consequences consistent with your experiences?

CLASSIFICATION FORMAT: EXAMPLES

(1)

COMMITTEE ASSIGNMENT

Social and Scientific Context.

The local hospital in your community has been flooded with a number of requests for abortions. According to the law, members of the medical staff of the hospital can recommend cases for the consideration of a lay board of citizens; however, the final decision in each instance is to be determined by a lay board. How the lay board arrives at its decision, its strategy of decision-making, is a matter that it can determine for itself. There is one rule: the panel must conduct its business in the open, and interested citizens can observe but not participate.

You have agreed to serve as a member of an abortion board. You and your colleagues have to determine from among nine requests for an abortion those that are deserving. Your panel has already met once in open hearing and agreed that you will arrive at your decisions in three steps:

First, each member will individually rank order the requests from those that are most well founded to those that are least well founded. The best reason for an abortion is to be marked with a "1," the next best reason with a "2," and the worst reason with a "9." You are to rank order your list without consulting other members of the panel; to violate this rule would be to violate the sunshine rule under which you are required to operate by law.

Second, you have agreed that the full panel will then seek consensus about three requests for abortion and three denials. Three of the pregnant females involved will be allowed an immediate operation; three others will have their request denied until further justification or more evidence is available.

Third, you will deal with the three remaining applications in another meeting.

At this stage, then, you are a member of a panel, meeting in an open session, with interested citizens observing how you make your decisions with regard to stage two above.

Application #1: The pregnant female possesses a blood disorder. This disorder takes the form of blood clotting and is called embolism. Her physician estimates that should she bear the child her chances of survival are 50-50.

Application #2: The pregnant female, it is suspected, has been impregnated by an older brother. This relationship is called incest. Inasmuch as the mother's family and neighborhood are members of a fundamentalist protestant sect, the child, if born, will be perceived as a symbol of sin and evil.

Application #3: The pregnant female is married to an unemployed laborer. She has difficulty feeding, clothing, and providing for the three children to whom she has already given birth. In addition, she and her husband subscribe to the work ethic and view the need to accept charity as evidence of their worthlessness.

Application #4: The pregnant female and her husband possess a chromosomal abnormality. Her physician has diagnosed her case and used previous genetic histories in order to make a prognostication. He estimates that the odds are 60-40 that a full term pregnancy and birth will eventuate in a mongoloid child.

Application #5: The pregnant female, and mother of two children, is a social leader in the community. She is an active member serving either as an officer or on the board of directors of such organizations as the following--Community Chest, League of Women Voters, Zero Population Growth, Central High School Band Boosters Club, and Women's Liberation, NOW. She argues that she has the personal right to use her body as she sees fit in order to continue to pursue social purposes beneficial to the community.

Application #6: The pregnant female is married to a prominent local attorney who does not want another child. The pregnant female is already the mother of two adolescents--one a junior in high school and the other a freshman in college. The parents seek an abortion claiming that another child will make it impossible for them to provide the two adolescents the education they have already planned.

Application #7: The pregnant female has been found guilty of manslaughter in the death of a former child; she has refused to giving birth to the child and allowing it to be adopted.

Application #8: The pregnant female, sixteen years old, was engaged in petting with her boyfriend. They went further than they had intended and pregnancy resulted. The parents have refused their consent for marriage. The parents of both the girl and the boy have filed a joint request for an abortion in the interest of their children.

Application #9: The pregnant female, a nineteen year-old college student, was picked up and raped by three boys while hitchhiking to class.

Decision Sheet.

The three applications that should be approved are:

#_____

#_____

#_____

Comments: _____

_____

_____

The results of allowing these abortions that I would hope for are:

1. _____

_____

2. _____

_____

3. _____

_____

1. _____

_____

2. _____

_____

3. _____

_____

1. _____

_____

2. _____

_____

3. _____

_____

(2)

VIRTUAL REPRESENTATION - AMERICAN STYLE

Social and Scientific Context.

The Negro has often been referred to by historians as the "forgotten man of the Progressive Era." His only gains were in literacy even though Negro schools were far inferior to those attended by whites. The 1896 Plessey vs. Ferguson Supreme Court Decision helped to guarantee that "separate and equal" education facilities would remain at least separate. The political, economic, and social failures of Reconstruction were obvious to the Black man. In many cases he was worse off than he had been under slavery. Progressives, while speaking of social reforms and social justice, often aided in the disfranchisement of the Negro for fear of splitting the white vote and producing a Negro victory at the polls. With the exception of Tennessee, every state in the old Confederacy removed Black names from the voting rosters and polling booths through a combination of literacy tests, high poll taxes, threats of violence, and, in some cases, actual acts of violence.

In August of 1908, a bloody race riot occurred at the 100th Anniversary celebration of Abraham Lincoln's birthday in Springfield, Illinois. The tragedy resulted in the formation of the National Association for the Advancement of Colored People (N.A.A.C.P.). This Association evolved from an earlier more radical organization called the Niagra Movement. A nation-wide call for a conference to seek solutions

for the racial evils and meeting on Lincoln's birthday in 1909 produced this new organization. Those accepting the challenge to help remedy racial discrimination and "evils" and agreeing upon a plan of action were: Jane Adams, William Dean Howell, Livingston Farrand, John Dewey, W. E. B. Dubois, and Oswald Garrison Villard.

The policies adopted by the newly formed N.A.A.C.P. in 1909 included:

- Abolition of all forced segregation practices.
- Providing equal education for black and white children.
- Complete enfranchisement of the Negro.
- Enforcement of the Fourteenth and Fifteenth Amendments.
- Widening of industrial labor opportunities for Negroes.
- Increased police protection for Negroes in the South.
- Challenging in the courts those "grandfather clauses" included in some state constitutions.
- Crusades against lynchings and lawlessness directed at Blacks.
- Developing "Negro consciousness" through magazines such as the "Crisis," edited by Dubois.

After examining the policies adopted during the 1909 meeting of the N.A.A.C.P., turn to the attached "decision sheets." On the first sheet, list the three policies you would have selected as receiving the highest priority had you attended the 1909 organizational meeting. On the same sheet, list as many of the positive and beneficial consequences of these policies as you can imagine which could have resulted from their attainment. On the second sheet, list the three policies you would have selected as being lowest on your priority list. Then identify the benefits that would have been lost to the Negro if these goals were sacrificed.

Decision Sheet #1

The three policies to be assigned the highest priority are:

1. _____

_____

2. _____

_____

3. _____

_____

Comments: _____

_____

_____

_____

_____

_____

_____

The probable benefits to the Negro by accepting these policies are:

1. _____

_____

2. _____

_____

3. _____

_____

1. _____

2. _____

3. _____

1. _____

2. _____

3. _____

Decision Sheet #2.

The three policies to be assigned the lowest priority are:

1. _____

_____

2. _____

_____

3. _____

_____

Comments: _____

_____

_____

_____

_____

_____

_____

The probable benefits lost to the Negro by rejecting these policies are:

1. _____

_____

2. _____

_____

3. _____

_____

1. _____

2. _____

3. _____

1. _____

2. _____

3. _____

Discussion Starters.

1. Dubois was the only Black officer of the early N.A.A.C.P. How would you respond to an organization set up to help black people if it was conducted and financed mainly by whites?

2. Are there any other policies the N.A.A.C.P. should have pursued? Name them.

3. How would you have felt about the N.A.A.C.P. in 1909 had you been a:
   a. progressive seeking to remedy social abuses;
   b. poor southern white
   c. poor southern black
   d. white southern politician
   e. woman

   (State the basis for your answers on each of the above.)

4. What methods should the N.A.A.C.P. have used to pursue their goals? What methods should they have avoided using?

5. To what degree were the original founders of the N.A.A.C.P. progressive?

6. Imagine you were a member of a panel attempting to identify what should be done to improve the conditions of a group of people (e.g., Indians, migrant workers, the Appalachian poor). What policies would you pursue?

7. Apparently, the Progressives who formed the N.A.A.C.P. thought they could speak for the Black man. To what extent did Progressives believe they could speak for children? working men? women?

8. If someone attempts to speak for you, what are your feelings?

9. Who should speak for deprived groups?

CRITERION FORMAT: ONE EXAMPLE

WORKING MAN

Social and Scientific Context.

The end of the Progressive Era witnessed some gains for the American labor movement. It was exemplified by such federal attempts to control monopoly as the Clayton Act of 1914 which declared that trade unions were not a conspiracy or a monopoly in restraint of trade.

While the Labor Movement made significant gains during the Progressive Era, the gains did not indicate the degree of conflict or the personal trials and sufferings of those workers who were on the front line of the struggle for reform and improvement. The working conditions of the laborers were miserable and unrewarding. For this activity, you are a worker at the Acme Cloth and Shoe Company plant. The conditions under which you work are characterized below:

. . . job insecurity

. . . poor sanitary conditions

. . . low wages

. . . growing impersonalization as factories grow larger

. . . no contracts

. . . competition from cheap labor from overseas (immigrants)

. . . a 12 to 14 hour working day

. . . six and sometimes seven day work weeks

. . . no retirement plan

. . . few child labor laws and none for children over ten

. . . few safety regulations or precautions

. . . no bargaining power for workers

. . . few breaks for relaxation, rest, recreation, and lunch

. . . the monotony of routine labor tasks

. . . no protection from business owner's decisions affecting one's pay, job, etc.

You head a family of four. You are making enough at the present salary to put a few cents in your savings each month as well as making it unnecessary for your wife and children not to work. However, you find that the cost of living has gone up about $5.00 a month causing you to begin taking money from your savings. As if this is not enough, you return to work one morning to discover that the owner has reduced everyone's salary by another dollar a month to cover additional costs of raw materials and shipping. You and your coworkers decide that it is necessary to take some action.

You and a few of your coworkers are asked to explore what actions might be taken and to recommend what employees should do. The task of your committee is only to recommend; however, it is likely that your friends will follow the advice of the committee. Therefore, you and other members of the committee list alternatives, list harmful consequences that might as well be faced, and identify different arguments that could be used to justify your actions.

Of the alternatives available, your committee has decided that one of the following policies is to be recommended.

Policy A. Workers can engage in boycotting practices. This means that you, your family and friends will not buy the products made by the Company until your demands for higher wages have been met. You may even try to convince others to do likewise.

Policy B. Workers go on strike. This means that you will not only stop your work, but you will actively attempt to pursuade others to do so. If necessary, you will compel others to stop their work for the Company.

Policy C. Workers who dislike the new wage can resign. This means that you will no longer report to work. It means that you have decided that you will refuse to work and will seek employment elsewhere. Thsi is an individual rather than a group demonstration of protest and discontent.

Policy D. Workers can commit acts of violence and sabotage against the Company. These activities are deliberate efforts to destroy and damage the owner's property and possessions. It is a massive attempt to cause the destruction of the Company.

Policy E. Workers can engage in a work slowdown. This means that you will stay on the job but will reduce the amount of work you do so that production levels are lower. This is not a work stoppage, but a deliberate move to slow down production. This would, in effect, reduce the quantity of production without risking one's job as a strike might tend to do.

The criteria appropriate to make the decision are limited to these four:

The greatest good is to be found in:

A. Unity - You have always been inspired by the old adage, "United we stand, divided we fall." At this time you are committed to the belief that as a united body of employees you are stronger and are more likely to have your demands met. Your firm belief that there is strength in numbers is consistent with your past behaviors in town activities and the Company. You have expounded before that a union of co-workers is a "union bound with blood, sweat, and tears." You have little sympathy for those who "desert the cause" and refuse to remain with the group.

B. Loyalty - You have worked for the Company for all your working life. You have never earned a dime from any other owner. You have always regarded the owner as a "father to his employees" and have praised his kindliness and generosity in church and civic activities. You have always been faithful to the owner and have gone through a number of previous "crises." You have weathered them all. You feel you have always been "treated right" by the owner. Your loyalty has often shown itself in the amount of bragging you do about the Company's products.

C. Survival - There is a point in time that a person really becomes concerned about where his next meal will come from and who will pay the rent. You believe that while many things are frills and unnecessary, there are some basic essentials a man needs for himself and his family. A man should not wait until his last penny is spent before he

admits he is hungry and goes looking for something to eat. There are only a few jobs available and those who hold them, whatever the salary, will eventually survive. The natural laws of evolution in society support this claim you have been taught and believe. Those that are without jobs are without salaries. They will eventually die. That is as it should be since they have proved themselves unfit to survive. Those who stick to a job without trying to improve their income and life may be clinging to a sinking ship. The struggle for survival will be won by those who have earned the right to survive.

Pride - You have often told your children and your fellow employees that to take away a man's pride is to take away his life. You have always been extremely proud of your work, your family, and your personal integrity. You have constantly put in extra time and energy at the Company to make sure you did your job right. You take extreme pride in your work. You have bragged to the whole community of the fine family you have and of the hospitality of your home. You have always been proud of your reputation and work.

The following consequences can be reasonably feared if the policies listed are adopted. Each policy that your committee might recommend will probably lend to some harmful effects to each worker. These effects must be justified by appeal to some basis in the criteria given as well as by weighing these negative effects against the positive results of the policy your committee recommends. Likely negative results are:

1. you can be fired.
2. the police may arrest you.
3. you may have to look for another job.
4. the owner may lock you out of the Company plant.
5. scabs may be hired to replace you.
6. strike-breakers may be hired to beat you up.
7. you may be fined in the courts.
8. the owner may sell the plant.
9. federal troops may be called in to force you to work.
10. you may find that no other jobs are available and become unemployed.
11. you may get hurt or killed during demonstrations and protest activities.
12. your wife may have to go to work.
13. your children may have to drop out of school and work full time.
14. prices for cloth and shoes may go up.
15. you may have to use your small savings account.
16. you may have to kill someone or hurt them as part of your protest activities.
17. you may be sent to jail.
18. the Company may go bankrupt.

9. you may be accused of committing acts of violence.

0. you may be accused of being a "hypocrite" for taking a position different from what you have publicly stated.

1. you may be forced to borrow money despite high interest rates.

2. the owner may lower the quality of his products.

3. the owner may have to decrease your salary even more to pay the costs of protection for his plant and to cover the losses of income due to the loss of products to sell.

4. you may have to find another job to supplement your lowered income and risk being fired from both if you are caught.

Decision Sheet #1.

The best policy is: _____

_____

_____

The basis for selecting this action is the criterion that says:

_____

_____

_____

The good consequences hoped for are: _____

_____

_____

_____

_____

The five negative consequences that are to be feared are:

_____

_____

_____

_____

_____

If asked to justify these risks, I would use the criterion that says:

_____

_____

iscussion Starters.

. To what degree is the man in this story a "company" man? To what degree is he a family man? To what degree is he a capitalist himself? To what degree is he an individualist?

. Assuming that this man does depict the American worker during the Progressive Era, why would it be difficult to organize unions? Why would it be difficult to develop union loyalty?

. Did you identify the same criterion to select a policy that you used to justify negative consequences? If not, explain your failure to be consistent.

PROTOCOLS

Value sheets may be designed and written as planned activities for those units teachers wish to teach. Directions for the writing of value sheets in each of the six formats are provided in this section.

Standard Format

1. Select a reading, a cartoon, a poem, a picture, or a selection from a novel or essay that contains sections or elements relevant to the topic or concept you are teaching.

2. Abstract those elements of long readings or poems that you want to stress, or paraphrase the situation following a source.

3. Write two-to-three questions designed to help students comprehend the resource selected and abstracted (or paraphrased).

4. Write two-to-three questions that will enable students to relate the resource to the concept or topic you are teaching.

5. Write questions designed to elicit at least two of the following: preferential statements, consequential statements, criterial statements, imperative statements, and emotive statements.

6. Identify the appropriate spot in the instructional sequence you are teaching to assign and discuss the value sheet.

Forced-Choice Format

1. Locate a source (magazine article, selections from a novel, etc.) that describes a situation relevant to the topic you are studying.

2. Frame and state three to five possible reactions to the situation (these can be consequences, policies, preferences, criteria, feelings, or interpretations.)

Make sure the choices listed are homogeneous, i.e., that all are cast as the same form of statement.

Determine that all your choices tend either to be good or bad in order to encourage students to differentiate their values in responding.

Develop a decision sheet on which the student lists his choice and states the basis for making it.

Think through or write follow through questions that will help students to share their understanding of the situation and the choices given.

Think through or write follow through questions designed to help students relate the situation and choices to the concept being studied.

Think through or write questions that will help students to clarify their choice and the grounds they used.

Identify the appropriate spot in the learning sequence to assign and discuss the value sheet.

ffirmative Format

Identify a problem situation for which there is no good or satisfactory solution.

Characterize a person in this situation that students, as they respond, can identify with in order to respond to the problem.

Write to the point where the best decision is made and stop.

Ask students to identify the basis for or to explain how they arrived at the answer they believe best.

Rank-Order Format

1. Identify a situation or problem context in reference to which one can locate a list of choices. These choices can be likely consequences, alternative policies, interpretations, or a list of men.

2. Rewrite the situation to stress the context within which students are to engage in value clarification.

3. Develop a list of five to twelve options that are homogeneous. (If you have five policies, seven consequences, and nine interpretations, choose one group or develop a separate rank-order task for each list.)

4. Write or think through clear directions with which you will assign the value sheet you are writing. (If written, preface the value sheet with your directions.)

5. Introduce the items to be rank ordered by informing the student as to how one rank orders. "Mark the choice you like best with a "1," the second choice you would mark with a "2,", the third choice with a "3," etc., until you have ranked all items. Leave a space prior to each option for students to indicate its rank as they value it. (If the teacher designates these with capital letters - A, B, C, D - this avoids confusion during discussion.)

6. Think through or write follow-up questions that show comprehension.

7. Think through or write follow-up questions that will help students to determine the relationship of the value sheet to the unit they are studying.

8. Think through or write follow-up questions that will elici value clarification language configurations.

9. Identify the appropriate day to assign and use this value sheet.

10. Determine what sort of grouping arrangements you want to use. (If you want students to clarify their choices and identify their basis, groups of five to seven will enable more students to participate then will a regular group of twenty-five to thirty-five guided by the teacher.)

lassification Format

. Locate or contrive a situation that can be made relevant to the unit for which you are planning the value sheet.

. Identify a minimum of nine choices relevant to the situation and make sure that the choices possess homogeneity (all are statements of consequences, policies, etc.).

. Develop clear directions for your students instructing them to rank order the choices from best (number 1) to worst (number 9 or more).

. Develop a decision sheet on which students can write the following: the three best choices as a group; the basis (singular) for classifying this group as best; the three worst choices as a group; and the basis (singular) for classifying this group as worst.

. Determine whether it is best for students to complete the decision sheet individually or as members of small groups of five to seven.

. Think through or write empirical questions relevant to the situation and assignment.

Think through or write relational questions for this situation and assignment.

Think through or write valuing and feeling questions about this situation and assignment.

Identify the day(s) you will assign this value sheet and discuss it with students within the context of your unit.

iterion Format

Locate, contrive or describe the context within which students are to respond to this value sheet and establish its relevance to the unit of study you are planning.

Identify a list of effects (good and bad) likely to eventuate if the contrived or described situation is allowed to continue without human intervention. This should contain a minimum of twelve to fifteen consequences. This

list should contain consequences you believe your students would consider bad and others they would consider good presented in random order.

3. Preface the consequences with a statement to the effect that for purposes of the exercise these consequences are a full and true universe; the only effects relevant to the situation are listed and the effects listed are all true.

4. Identify a minimum of three grounds on the basis of which students are either to choose the best policy or to rank order the policies given.

5. Preface the page that contains these grounds with a statement to the effect that for this exercise students are to behave as if only these grounds were pertinent to the decision that is to be made.

6. Identify a list of at least five policies the selection of which will probably lead to some good consequences and, at the same time involve the sacrifice of other good effects that would eventuate from other policy options.

7. Preface the page that contains these policies with a statement to the effect that for purposes of this exercise they are to assume that these are the only policies.

8. Develop a decision sheet that will help the students choose their policies, state the good effects likely to result, state the bad effects they are willing to risk, and identify the grounds by which they would argue that the bad effects risked are justified.

9. Write an overview of the exercise that provides the student with information about the five elements in this format of the value sheet: A situation complete with directions for the responding student or group; a universe of consequences; a universe of criteria to be used as the grounds for making a decision; a list of policies from among which a decision is to be made; and a decision worksheet. (If these are to be rank ordered, directions are altered and a number of decision sheets are necessary.

10. Plan or write the kinds of empirical, relational, valuing, and feeling questions you will use to guide a follow-up discussion relevant to the unit of work you are planning.

1. Identify the appropriate spot in your unit for assigning and discussing this exercise. (Criterion exercises are most likely to be effective after students have studied a unit in some detail and mastered a great deal of the relevant vocabulary and concepts; and when students have responded successfully to value sheets relevant to the unit that are written in other formats requiring less complex behaviors.)

2. Type or arrange to have the value sheet typed so that you can distribute each element separately with a clear title as well as the prefaces suggested above (#3, 5, 7). (If students are responding to this format for the first time, this enables you to explain each item.)

3. Determine whether you want students to work in small groups or as individuals. (If in small groups, you may wish to plan on making individual members responsible for different elements as the group cooperatively completes the decision sheet.)

A THEORETICAL NOTE

The value sheets presented above are, of course, based on a theory of value clarification. This theory is presented in a forthcoming book:

> Value Clarification in the Classroom, A Primer, Pacific Palisades, California: Goodyear Publishing Company, January, 1975.

This book contains thirty-nine value sheets relevant to a number of instructional fields and checklists to be used in preparing different formats of the value sheet.

The theory behind this book is articulated using the categories of the Social Science Observation Record. This observation instrument is Research Monograph No. 7 secured by writing:

> Dr. J. B. Hodges, Director
> P. K. Yonge Laboratory School
> College of Education
> University of Florida
> Gainesville, Florida 32601

Value sheets designed specifically for use in middle and junior-high schools are also available in the form of Resource Monograph No. 11 of the P. K. Yonge Laboratory School (Valuing Exercises for the Middle School). Inquiries should be directed to Dr. J. B. Hodges of the Laboratory School.

Value sheets designed for use in science classes are available from the ERIC Clearinghouse, Columbus, Ohio. The monograph is entitled Value Clarification: Clarifying Relationships Between Science and Society Using the Concept of the Value Sheet.

SUMMARY

Value clarification is an important goal of social
udies education. This goal can be pursued as a strategy
complement activities emphasizing cognitive learning.
e way of doing this is to plan and use value sheets.